Department of Education

# 2018 Accountability Protocol

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# Table of Contents

Section 1: Document Intent ..... 5
Section 2: Data Sources and Preparations ..... 6
2.1 Data Sources ..... 6
2.2 Data Types ..... 6
2.2.1 Types of Test Data ..... 6
2.2.2 Types of Non-Test Data ..... 8
2.3 Historically Underserved Student Groups ..... 8
2.3.1 Included Student Groups ..... 8
2.3.2 Super Subgroup ..... 9
2.4 Data Definitions ..... 10
2.4.1 Enrolled, Tested, and Valid Tests Definitions ..... 10
2.4.2 Enrollment and Testing Scenarios ..... 10
2.5 Data Preparations ..... 11
2.5.1 TCAP Data Preparations ..... 11
2.5.2 TCAP-Alternative Assessment Data Preparations ..... 15
2.5.3 ACT Data Preparations ..... 15
2.5.4 ELPA Data Preparations ..... 16
2.5.5 TVAAS Data Preparations ..... 16
2.5.6 Graduation Data Preparations ..... 17
2.5.7 Attendance Data Preparations ..... 17
2.5.8 School Directory Data Preparations ..... 17
Section 3: Calculation Procedures ..... 19
3.1 Participation Rates ..... 19
3.2 Performance Level Percentages ..... 19
3.3 One-Year and Three-Year Success Rates ..... 20
3.4 Graduation and Dropout Rates ..... 21
3.5 Ready Graduate ..... 21
3.6 Chronically Out of School ..... 21
3.7 Annual Measurable Objective (AMO) Targets ..... 22
3.8 Confidence Intervals (CIs) ..... 22
Section 4: Files Delivered to Districts ..... 24
4.1 Assessment Data Files ..... 25
4.2 Accountability Files ..... 25

4.3 Final Determination Heat Map Files ..... 25
4.4 Student Level Achievement Files ..... 25
4.5 English Language Proficiency Assessment Files ..... 26
4.6 TVAAS Files ..... 26
4.7 ACT Files ..... 26
4.8 AMO Files ..... 26
4.9 Chronically Out of School Files ..... 26
Section 5: District Accountability ..... 27
5.1 Indicators and Designations ..... 27
5.2 Historically Underserved Student Groups and Minimum Required Counts ..... 27
5.3 Minimum Progress Goal Procedures ..... 28
5.3.1 Achievement Key ..... 28
5.3.2 Value-Added Key ..... 28
5.3.3 Student Groups Key ..... 28
5.4 Achievement Determination Procedures ..... 28
5.4.1 Overview and Eligibility ..... 28
5.4.2 Success Rate AMO Pathway ..... 29
5.4.3 Absolute Success Rate Performance Pathway ..... 30
5.4.4 Value-Added Goal ..... 31
5.4.5 Overall All Students Determination ..... 32
5.5 Historically Underserved Student Group Determination Procedures ..... 33
5.5.1 Overview and Eligibility ..... 33
5.5.2 Student Group AMO Goal ..... 34
5.5.3 Student Group Absolute Achievement Goal ..... 34
5.5.4 Student Group Value-Added Goal ..... 34
5.5.5 Overall Student Group Determination ..... 34
5.6 Final Determination Procedures ..... 35
Section 6: School Accountability ..... 36
6.1 Background and Designations ..... 36
6.2 School Pools and Eligibility ..... 36
6.3 Student Groups and Pathways ..... 36
6.4 Indicators and Weighting ..... 37
6.4.1 Achievement ..... 38
6.4.2 Growth ..... 38

6.4.3 Ready Graduate ..... 39
6.4.4 Graduation Rate ..... 39
6.4.5 Chronically Out of School ..... 40
6.4.6 English Language Proficiency Assessment ..... 41
6.5 Priority School Identification ..... 42
6.5.1 Priority Exit Criteria ..... 42
6.6 Reward School Identification ..... 42
Appendix A: List of Acronyms ..... 44
Appendix B: Accountability Files Purpose and Structure ..... 45
Appendix C: Confidence Interval Calculations ..... 47
Appendix D: Percentile Rank Calculations ..... 48
Document Information ..... 49
Revision History ..... 49

# Section 1: Document Intent

This document outlines the data sources and procedures used in accountability calculations for the Tennessee Department of Education (the department). Our goal is to provide a transparent and replicable framework for making accountability determinations. We hope districts will be empowered to use their data files to target improvement for their students.

The department makes accountability determinations at the school and district levels. The two frameworks are similar though not identical. Both methodologies are described here. Please direct any questions, concerns, or errors you find in this document to TNED.Accountability@tn.gov.

# Section 2: Data Sources and Preparations

## 2.1 Data Sources

The department integrates the following files containing achievement and demographic data for accountability calculations.

- TCAP achievement data (grades 3–8) come in one file from Questar Assessment, Inc. (QAI).
- EOC data (grades 9–12) for fall and spring administrations come in two files at the end of the academic year from QAI.
- TCAP-Alternative Assessment data come in two files at the end of the academic year.
    - One file contains data for ELA and math for grades 3-12 and comes from the Multi-State Alternate Assessment (MSAA).
    - The other file contains data for science and social studies for grades 3-12 and comes from QAI.
- ACT testing data come in two files from ACT.
    - One file contains data for the spring state testing day.[1]
    - The second file includes students' highest scores in the three years leading up to June of their self-identified graduation year.
- English Language Proficiency Assessment (ELPA) data come in two files from WIDA at the end of the academic year.
    - One file contains ACCESS data.
    - The other file contains Alternate ACCESS data.
- TVAAS data come in one file each for school and district-level data from SAS.
- Graduation cohort data come from the department's graduation cohort application, which is fed by Education Information System (EIS).
- Attendance data come from EIS and reflect the extracts districts send from their student information systems (SIS).
- A file listing the following types of schools comes from School Directory (SDE).
    - New schools
    - Closed schools
    - Career and technical education (CTE) schools
    - Alternative schools
    - Adult schools
    - Special education schools

These files contain all records included in accountability calculations. These files may contain other subjects or data not used in accountability.

## 2.2 Data Types

### 2.2.1 Types of Test Data

#### 2.2.1.1 Tennessee Comprehensive Assessment Program

The Tennessee Comprehensive Assessment Program (TCAP) is the umbrella program of state assessments required for students in grades 3–11. The TCAP Alternative Assessment is designed for students in grades 3–11 with significant cognitive disabilities.

[1] State testing day data from the current year are used for ACT substitution. Please see section 2.5.1.4 for more details.

**Please note**: TNReady **is a part of TCAP** and **is not** an additional test. For accountability purposes, TNReady tests are considered achievement exams for elementary and middle school math, ELA, and science courses and EOC exams for high school math, ELA, and science courses.

Students in grades 3–8 take the TCAP achievement tests each spring.

- TCAP records in grades 3–8 with subjects of math, ELA, and science[2] are included in accountability calculations.
- If a student takes both 3–8 achievement and EOC exams for the same subject, the 3–8 TCAP record is dropped from accountability calculations and replaced with the EOC record. Please consult section 2.5.1 for more detailed information on data preparations.

EOC testing records include students in grades 6–12 who test in any of the following subjects during either the fall or spring test administration:

- Algebra I
- Algebra II
- Geometry
- Integrated Math I
- Integrated Math II
- Integrated Math III
- Biology I
- Chemistry
- English I
- English II
- English III

Middle school students who take an EOC exam are included in the middle school counts that correspond to that subject.

- Middle school Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III records are included in the math counts for 6–8 success rates.
- Middle school English I, English II, and English III records are included in the ELA counts for 6–8 success rates.
- Middle school Biology I and Chemistry records are included in the science counts for 6–8 success rates.

#### 2.2.1.2 TCAP-Alternative Assessment

The TCAP-Alternative Assessment is designed for students with significant cognitive disabilities and is based on alternative content standards. A student's participation in the alternative assessment is based on the decision of his or her Individualized Education Plan (IEP) and must be documented in the IEP.

- TCAP-Alternative Assessment students in grades 3–12 are included in accountability calculations.
- All TCAP-Alternative Assessment students are considered Students with Disabilities (SWD).
- TCAP-Alternative Assessment math records in grades 9 or above are included as Algebra I or Integrated Math I records, depending on the district's curriculum sequence.
- TCAP-Alternative Assessment ELA records in grades 9 or above are included as English II records.
- TCAP-Alternative Assessment science records in grades 9 or above are included as Biology I records.
- TCAP-Alternative Assessment science and social studies records have three performance levels: Basic/Approaching, Proficient/On Track, and Advanced/Mastered.

[2] Science assessments for grades 3 and 4 will not be included, as they do not yield enough information regarding students' proficiency.

#### 2.2.1.3 The ACT and SAT[3]

The ACT and SAT assess students' cumulative knowledge from grades K–12. Students gain valuable information about their preparation for postsecondary opportunities and the workforce and by taking an assessment of career and college readiness.

For ACT and SAT composite scores, a student's highest score from a single administration will be used.[4] The department does not use "super scores."

Please note that ACT and SAT data lag by one year (i.e., 2018 accountability determinations use ACT or SAT data for the graduating class of 2017).[5] Please also note that SAT scores earned on national administrations will not automatically be included in accountability unless the student has also taken the SAT on an in-school administration. Scores for national administrations of the SAT and ACT are eligible for inclusion by appeal.

#### 2.2.1.4 English Language Proficiency Assessment

All English Learners (EL) take the WIDA ACCESS 2.0 exam, which assesses students' progress toward English proficiency. Students with the most severe cognitive disabilities take the WIDA Alternate ACCESS.

### 2.2.2 Types of Non-Test Data

#### 2.2.2.1 Graduation Rates

Final graduation rate data come from the state's graduation cohort application. Students count in the cohort based on the first year in which they enrolled in grade 9. Students count as graduates if they are included in the cohort and earn an on-time regular diploma.[6] The data from the cohort application reflect EIS data with school and district edits that the department approves. Please consult the 2017 Graduation Rate How To Guide for more information.

Graduation data lag by one year (i.e., 2018 accountability will reflect data for the cohort of students expected to graduate in 2017).

#### 2.2.2.2 Absenteeism

Absenteeism data come from extract 049 in EIS. Students in grades K–12 with attendance codes of A, U, X, or T are considered absent for accountability purposes. Please consult the EIS Extract Layout document and Appendix F of the EIS Appendices for more information regarding attendance codes.

## 2.3 Historically Underserved Student Groups

### 2.3.1 Included Student Groups

All students are included in the all students group. Students are assigned to the following historically underserved

[3] This document will largely outline business rules for ACT data rather than SAT data, as no schools or districts had opted to administer the SAT on an in-school day at the time of its writing. However, students who take the SAT and earn the equivalent of a 21 on the ACT may be considered for accountability either by appeal or automatically, depending on whether the student took the test during an in-school administration.

[4] A student's highest ACT composite score includes all records in the three years including and up to June of the student's self-reported graduation year.

[5] For the subject replacement, as detailed in section 2.5.1.4 for any student without a math or ELA exam in their junior year, current year ACT testing data will be used from the state testing day.

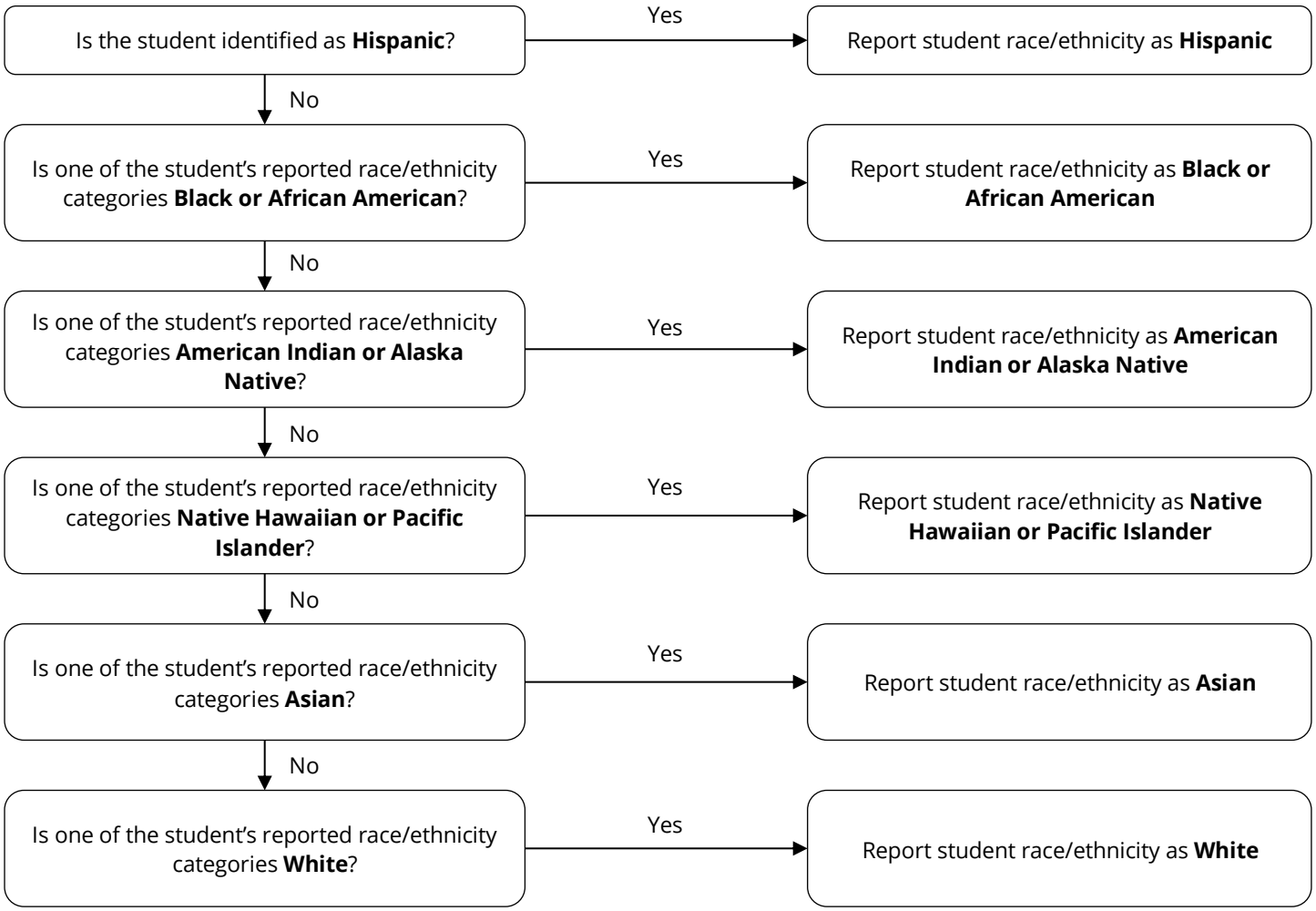
[6] The department considers graduates "on-time" if they earn regular diplomas within four years plus a summer after first entering grade 9.

student groups[7] as applicable:

- Black, Hispanic, and Native American students (BHN)
- English Learners (EL)[8]
- Economically Disadvantaged students (ED)
- Students with Disabilities (SWD)

The progression below is applied when students have multiple indicated races or ethnicities.

### Hierarchy for Determining Reported Race/Ethnicity




## 2.3.2 Super Subgroup

The Super Subgroup consists of all students identified with one or more of the historically underserved student groups mentioned in section 2.3, counting each student only once regardless of how many student groups they

[7] This document will use the terms "historically underserved student groups" and "student groups" interchangeably.

[8] The assessment data file includes separate groups for EL and EL with Transitional students. In the accountability file, the EL subgroup includes transitional students. Transitional ELs comprise T1 through T4 students for all indicators except the graduation rate and ready graduate indicators. These indicators only include T1 and T2 students because T3 and T4 data were not available in 2015-16.

identify with. For example, a student who is classified both as EL and as SWD counts once in the Super Subgroup. The same would be true of a student identified with only one of the historically underserved student groups, as in the case of student whose race/ethnicity is listed as Black, Hispanic or Native American (BHN).

The Super Subgroup is only used in one instance each in district and school accountability:

- The minimum progress goal in district accountability assesses the performance of Super Subgroup students who score at the lowest level of achievement. Please see section 5.3.3 for more information.
- Schools that do not meet the minimum required counts for any historically underserved student group will be evaluated based on Super Subgroup performance in school accountability for the historically underserved student group pathway. Please see section 6.3 for more information.

# 2.4 Data Definitions

## 2.4.1 Enrolled, Tested, and Valid Tests Definitions

Counts of enrolled and tested students are primarily used for determining eligibility and participation rates.[9]

- **Enrolled** counts include the number of tested and non-tested records.
- **Tested** counts include the number of tested records.
- **Valid test** counts include tested records with a valid performance level.[10]

Please note that all counts are calculated after excluded and duplicated records have been resolved. Please see section 2.5.1.2 for more details.

Records that are marked as **enrolled** but **not tested**[11] will be reflected in the data as follows:

- For calculating the percent of students tested:
  - The record will be included in the numerator (number tested) as a **0**, and
  - The record will be included in the denominator count (number of enrolled students) as a **1**.
- For calculating the percent of students scoring on track or mastered:
  - The record will **not** be included and will not change performance level calculations.

Records that are marked as **enrolled** and **tested** but do not have a performance level will be reflected in the data as follows:

- For calculating the percent of students tested:
  - The record will be included in the numerator count (number tested) as a **1**, and
  - The record will be included in the denominator count (number of enrolled students) as a **1**.
- For calculating the percent of students scoring on track or mastered:
  - The record will **not** be included and will not change performance level calculations.

## 2.4.2 Enrollment and Testing Scenarios

Any student who is not enrolled in a school or district for at least 50 percent of the academic year will count toward participation rates but will not count in school or district accountability calculations.[12]

[9] Please see section 3.1 for more information regarding participation rates.

[10] Valid ACT tests are those taken with no accommodations or ACT-approved accommodations that produce a valid, college-reportable composite score. For the purposes of the ready graduate indicator, the department will use the number of students included in the cohort to determine eligibility. The chronically out of school indicator will consider the number of students enrolled for 50 percent of the year or more to determine eligibility.

[11] Examples of when this situation might arise are detailed in the testing flag hierarchy in section 2.5.1.1.

[12] Students who are enrolled for less than 50 percent of the year will count toward state-level accountability calculations and will

The following table details how records are included in calculations for test participation rates and school, district, and state level accountability determinations.

| Enrollment/Testing Scenario | Count in Participation Rate[13] | Count in School/District Level Performance | Count in State Level Performance |
|---|---|---|---|
| Student was not enrolled for at least 50 percent of the school year | Yes | No | Yes |
| Student was enrolled for at least 50 percent of the school year **and** student was present and tested for test | Yes | Yes | Yes |

## 2.5 Data Preparations

The department prepares the raw data used for accountability as described below.

### 2.5.1 TCAP Data Preparations

#### 2.5.1.1 Testing Status and Reports of Irregularity (RI)

The department uses the test statuses (i.e., testing flags) below to exclude data from accountability calculations. Please see section 2.5.1.2 for other general exclusions.

| Test Status Definition | Performance Level | Is the record considered enrolled? | Is the record considered tested?[14] |
|---|---|---|---|
| No testing status | As reported | Yes | Yes |
| Absent | Null | Yes | **No** |
| Not enrolled | Null | No | No |
| Not scheduled | Null | No | No |
| Medically exempt | Null | Yes | Yes |
| Residential facility | Null | Yes | Yes |
| Student tested on alternative assessment | As reported in alternative assessment testing file | Yes | Based on data in the alt file |
| Student did not submit test | Null | Yes | Yes |

Any student not tested status other than 0 will override any RI status that exists in terms of whether the record is considered enrolled and tested. Records with an RI status other than 0 or 3 will count as neither enrolled nor tested and will be invalidated and excluded from all accountability calculations. Records with RI status codes of 0 or 3 are

count for ACT and ready graduate performance depending on the cohort in which they appear. Please see section 2.5.6 for more information.

[13] A student who was present and tested will count **for** a district's participation rate (that is, as a 1 in both the numerator and denominator) whereas a student who was absent will count **against** a district's participation rate (that is, as a 0 in the numerator and a 1 in the denominator).

[14] Whether the record is considered tested matters for calculating test participation rates.

considered enrolled and tested. However, records with RI status codes of 3 do not have performance levels and are not considered valid tests.

The RI status codes are:

- 1: Adult potential breach of security
- 2: Student security breach
- 3: Irregular administration (e.g., wrong accommodations, calculator use)
- 4: Student tested incorrect grade or subject
- 5: Student did not participate (student refused to test)
- 6: Failed attemptedness

#### 2.5.1.2 Excluded, Missing, and Duplicated TCAP Data

Below are the department's guidelines for excluding data from accountability calculations (i.e., performance level percentages):

- Records are considered homebound if they are flagged as both homeschooled and homebound.
- Homebound records are excluded from school level files (option code of 10 in extract 092). These records are included at the state and district level.
- Homeschooled records (school number of 981) are excluded.
- IEA records (with a school number of 982) are excluded.
- Medically exempt records are excluded.
- Records with a district number greater than 1000 (private or parochial testing records) are excluded.
- Records associated with adult high schools are excluded.
- Records associated with CTE schools are excluded, as the data should be remanded to the student's base school.
- Records associated with alternative schools are excluded, as the data should be remanded to the student's sending school.
- Records associated with a residential facility flag are excluded.
- Records with grades of 13 are excluded.
- Invalidated records (any record with a RI status other than 0) are excluded.
- Records with a subject of math are excluded if the student has other records with a valid performance level and a subject of Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, or Integrated Math III.
- Records with a subject of ELA are excluded if the student has other records with a valid performance level and a subject of English I, English II, or English III.
- Records with a subject of science are excluded if the student has other records with a valid performance level and a subject of Biology I or Chemistry.

Below are the department's guidelines for handling missing data:

- Records with missing race/ethnicity values are counted in the All Students group and not in any additional historically underserved student group(s).
- Records with missing school numbers are included in the district and state levels if the record has a valid district number.[15]
- Records with missing district numbers are included in the state level.[16]

[15] If the school number is missing in the file (but the district number is valid), the department checks if the school name is also missing. If the school name is not missing, the department associates the record with the appropriate school number depending on the school name (and assuming there are not duplicate school names).

[16] If the district number is missing, the department checks if the district name is also missing.

- Records with missing grades for EOC subjects will be included in the school success rate and the district 9-12 success rate.
- Records with missing EL status count as not EL unless they appear in an English language proficiency assessment file.
- Records with missing special education status count as not SWD unless they appear in an alternative testing file.
- Records with missing economically disadvantaged status count as not ED.

Below are the department's guidelines for handling duplicate TCAP records:[17]

- The hierarchy below indicates which testing record is included if a student has multiple testing records for two different test types for the same subject area, both with non-missing performance levels.[18]
    - TCAP-Alternative Assessment
    - TCAP EOC
    - TCAP Achievement[19]
        - For example, the English II TCAP-Alternative Assessment record is used when a student has both a valid TCAP EOC record and a valid TCAP-Alternative Assessment record for English II, assuming both records have non-missing performance levels.
        - Alternatively, the TCAP EOC record is used when a student has both a TCAP EOC record and a TCAP-Alternative Assessment record if the performance level for the TCAP-Alternative Assessment is missing and the performance level for the TCAP EOC is not missing.
- The record with the highest performance level is included if there are multiple records for the same student, original subject, and test type.
- The record with the highest scale score is included if there are multiple records for the same student, original subject, test type, and performance level.
- The record with the most recent test date is included if there are multiple records for the same student, original subject, test type, performance level, and scale score.
- The record with a non-missing value for race/ethnicity is included if there are multiple records for the same student, original subject, test type, performance level, scale score, and test date.
- The record with a non-missing value for grade is included if there are multiple records for the same student, original subject, test type, performance level, scale score, test date, and race/ethnicity.
- If there are still duplicate records after the department applies the steps above, those duplicate records are all included.

#### 2.5.1.3 Modifying TCAP Student Group Data

The department modifies student group information and testing data **only** in the cases described below.

- Students will be assigned to the Students with Disabilities (SWD) student group if they took the TCAP-Alternative Assessment.[20]
- Students will be assigned to the English Learner (EL) student group if they took the WIDA ACCESS

[17] If a student has multiple records with discrepant demographic or test administration data (e.g., a student with two different district numbers or who is marked as economically disadvantaged in one record but not another), the department uses the data associated with the record that is kept according to the business rules for removing duplicate data.

[18] If students have records for multiple test types, the first record from the hierarchy with a non-missing performance level is included.

[19] If students have two achievement records in the same content area in two different tested grades, the record with the absent flag is dropped and the non-absent record is retained.

[20] Students with records on the TCAP-Alternative Assessment who are not initially included as SWD in other data files will be changed and included as SWD.

assessment.[21]

- Recently arrived EL students who have been enrolled in a US school for less than 731 days will be considered tested and their performance level will be modified to null.
    - Recently arrived EL students who have been enrolled in a US school for less than 731 days with missing performance levels will be considered not tested for all subjects.
    - Recently arrived EL students who have been enrolled in a US school for less than 731 days with valid performance levels will be considered tested but will have their performance level modified to null in all subject areas for achievement indicator purposes.

The department modifies testing subjects and grades in situations where the grade is either missing or less than 9 according to the table below.

| Original Subjects | Original Grade | Modified Subject | Modified Grade |
|---|---|---|---|
| Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III | Missing | Do not modify | 9–12 |
| | < grade 9 | Math | Do not modify |
| English I, English II, English III | Missing | Do not modify | 9–12 |
| | < grade 9 | ELA | Do not modify |
| Biology I, Chemistry | Missing | Do not modify | 9-12 |
| | < grade 9 | Science | Do not modify |

#### 2.5.1.4 Modifying TCAP Performance Levels

The department modifies performance levels in the following instances.

- Modify the performance level to null if the test record has a testing status other than 0.
- Modify the performance level to null if the record is marked as absent. The record will count as not tested.

Students in grade 11 who do not take an EOC but who do have a valid ACT subscore for either math or reading from the current year state testing day will be included in accountability for the corresponding high school subject. The department will compare student's subscores in math and reading to the ACT College Readiness Benchmarks[22] for those subjects. Students who score at or above the benchmark will be included as on track for the corresponding subject. Students who score below the benchmark will be relabeled as approaching.[23]

This ACT substitution process will not include students in grades 10 or 12 who take the ACT on the state testing day.

| EOC Subjects without Test Scores | Student Grade | ACT Subject-Area Test | ACT College Readiness Benchmark | Student Subject Score | Modified Performance Level |
|---|---|---|---|---|---|
| Algebra I, Geometry, Algebra II, Integrated Math I, | 11 | Math | 22 | ≥ 22 | on track |
| | | | | < 22 | approaching |
| | | | | Missing | Do not modify |

[21] Students with records on the WIDA ACCESS assessment who are not initially included as EL in other data files will be changed and included as EL.

[22] Please visit the ACT website for more information regarding the ACT College Readiness Benchmarks.

[23] The department provides a file on the Accountability application that includes students whose scores were reassigned according to the procedures of this section.

| | | | | | |
|---|---|---|---|---|---|
| Integrated Math II, **and** Integrated Math III | | | | | |
| English I, English II, **and** English III | 11 | Reading | 22 | ≥ 22 | on track |
| | | | | < 22 | approaching |
| | | | | Missing | Do not modify |

## 2.5.2 TCAP-Alternative Assessment Data Preparations

For the TCAP-Alternative Assessment for students in grades 9 and above, math records are considered Algebra I or Integrated Math I, depending on the district's curriculum.[24] ELA TCAP-Alternative Assessment records are considered English II for grades 9 and above. Science TCAP-Alternative Assessment records for grades 9 and above are considered Biology I. All testing records will be relabeled and modified accordingly in the numeric files for inclusion in school or district success rates.

Assessment data file calculations will use the original subject before TCAP-Alternative Assessment reassignments.

## 2.5.3 ACT Data Preparations

ACT data represent students' highest scores obtained within the three years up to and including June of their self-reported graduation year.[25] ACT data used in accountability lag by one year (i.e., 2018 accountability determinations use ACT data for the graduating cohort of 2017) **except** for the use of junior day test data, as described below.

### 2.5.3.1 Cohort Data Preparations

Below are the guidelines the department uses to prepare ACT data that include the highest available score for graduates in the graduating cohort.

- The department includes only those students who are on-time regular education diploma recipients in the prior year's graduating cohort.
- Records that contain students' highest composite scores among the cohort file provided by ACT, a probabilistic-matched ACT file for records that lack state student IDs, and the two most recent state spring test day files are included.
    - The department reconciles instances in which students have multiple records, either from a single file or across multiple of the files above, as follows:
        - The record with the highest composite score is included if there are multiple records for the same student that have different composite scores.
        - The record with the highest math subscore is included if there are multiple records for the same student that have the same composite score.
        - The record with the highest reading subscore is included if there are multiple records for the same student that have the same composite and math scores.
        - The record with the highest English subscore is included if there are multiple records for the same student that have the same composite, math, and reading scores.
        - The record with the highest science subscore is included if there are multiple records for the same student that have the same composite, math, reading, and English scores.
        - The most recent test record is included if there are multiple records for the same student that

[24] The department assigns records **by district** to either Algebra I or Integrated Math I based on whichever subject has the higher number of EOC test records.

[25] There may be scores earned within this timeframe that may not be included (e.g., tests taken in another state or records that do not include a state student ID in any of the files described above).

have the same composite, math, reading, English, and science scores.

#### 2.5.3.2 State Testing Day Data Preparations

Below are the guidelines the department uses to prepare ACT data from the current year's state spring test day.

- The department includes only those students who have a test record from the ACT junior test day administration **and** do not have an EOC test record for any high school math subject[26] and/or any high school ELA subject.[27]
- The department resolves duplicate records as follows:
    - The record with the highest composite score is included if there are multiple records for the same student that have different composite scores.
    - The record with the highest math subscore is included if there are multiple records for the same student that have the same composite score.
    - The record with the highest reading subscore is included if there are multiple records for the same student that have the same composite and math scores.
    - The record with the highest English subscore is included if there are multiple records for the same student that have the same composite, math, and reading scores.
    - The record with the highest science subscore is included if there are multiple records for the same student that have the same composite, math, reading, and English scores.

### 2.5.4 ELPA Data Preparations

Below are the guidelines the department uses to prepare ELPA data.

- The department resolves duplicate records as follows:
    - The record with the highest composite performance level is included if there are multiple records for the same student that have different composite performance levels.
    - The record with the highest literacy performance level is included if there are multiple records for the same student that have the same composite performance level.
    - The record with a non-missing value for race/ethnicity is included if there are multiple records for the same student that have the same composite and literacy performance levels.
    - The record with a non-missing value for grade is included if there are multiple records for the same student that have the same race/ethnicity and composite and literacy performance levels.
- Any duplicated records that remain after the department applies the steps above are included in accountability.
- The department removes records with a tested grade level that does not match the corresponding cluster. There are seven clusters.[28]
    - Kindergarten
    - Grade 1
    - Grade 2
    - Grade 3
    - Grades 4–5
    - Grades 6–8
    - Grades 9–12

### 2.5.5 TVAAS Data Preparations

[26] High school math consists of Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, and Integrated Math III.
[27] High school ELA consists of English I, English II, and English III.
[28] For example, records with a tested grade of 3 and a cluster of 4 would be removed.

For purposes of accountability, school and district composites include data from the following content areas: math, ELA, and science. Please consult the TVAAS Technical Documentation for more information regarding TVAAS data preparations.

## 2.5.6 Graduation Data Preparations

Please consult the 2017 Graduation Rate How To Guide for more information regarding graduation data preparations.

Enrollment data used for dropout calculations reflect EIS data from October 1. The department considers students' most recent enrollments if students have multiple enrollments.

## 2.5.7 Attendance Data Preparations

Attendance data are used to compute the percent of students who are chronically out of school. This requires a count of absences and a count of instructional days enrolled for all students, which are prepared as follows. Students who are enrolled in two schools or districts for exactly 50 percent of the school year will count for both schools or both districts for accountability purposes.

### 2.5.7.1 Absences

The total number of absences includes all instructional days students were enrolled for a given school or district in which extract 049 submissions list attendance codes of A, U, X, or T. Please consult the EIS Extracts Layout and Appendix F of the EIS Appendices for more information regarding these extracts. Districts are responsible for submitting and verifying correct absentee codes in accordance with state attendance policies.

### 2.5.7.2 Instructional Days

The total number of instructional days counts all days students were enrolled that were classified as instructional days. More specifically, instructional days are those with extract 11 submissions that contain a value of "I" for School Day Type and do not have a value of Event Type of either "SI" or "MI." Please consult the EIS Extracts Layout and Appendix A of the EIS Appendices for more information regarding these extracts.

## 2.5.8 School Directory Data Preparations

Below are the guidelines the department uses to prepare SDE data to identify different types of schools.

- The department identifies new schools as those that have:
  - School type 0, 2, or 3[29]
  - A begin date between May 31, 2017 and August 31, 2017
  - No end date
- The department identifies closed schools as those that have:
  - School type 0, 2, or 3
  - An end date between May 31, 2017 and August 31, 2017
- The department identifies CTE schools as those that have:
  - School type 0, 2, or 3
  - Instructional type 6
  - Active status
  - No end date
- The department identifies alternative schools as those that have:
  - A school type 0, 2, or 3

[29] School types 0, 2, and 3 refer to public, state special, and charter schools, respectively.

    - Instructional type 8
    - Active status
    - No end date
- The department identifies adult schools as those that have:
    - School type 0, 2, or 3
    - Instructional type 9
    - Active status
    - No end date
- The department identifies special education schools as those that have:
    - School type 0, 2, or 3
    - Instructional type 7
    - Active status
    - No end date

# Section 3: Calculation Procedures

## 3.1 Participation Rates

Participation rates are calculated for any student group/grade/subject with an enrolled count that equals or exceeds 30 in the current year. The participation rate is equal to the number of students tested divided by the number of students enrolled and rounded to the nearest whole number.[30] The following equation illustrates how test participation rates are calculated:

$$\text{Participation Rate} = \frac{\text{Number of students tested}}{\text{Number of students enrolled}}$$

Participation rates are calculated at the school, district, and state levels for each subject included in the success rate and ACT for the all students group and each student group. This calculation is rounded to the nearest whole percentage point. The department calculates 1-year rates,[31] 2-year rates,[32] and a 3-year rates.[33]

Participation rates are calculated **after** all data transformations have been completed. That is, numbers of tested and enrolled students are used to calculate participation rates once all testing records have been modified, amended, and excluded in accordance with section 2.5.

## 3.2 Performance Level Percentages

The percentage of students at a given performance level is equal to the number of valid tests at that performance level divided by the number of valid tests at all performance levels.[34]

- $\text{Percent mastered}^{35} = \frac{\text{\# mastered}}{\text{\# valid tests}} * 100$
- $\text{Percent on track} = \frac{\text{\# on track}}{\text{\# valid tests}} * 100$
- $\text{Percent approaching} = \frac{\text{\# approaching}}{\text{\# valid tests}} * 100$

Percent on track or mastered is calculated by dividing the number of on track and mastered records by the total number of valid tests.

$$\text{Percent on track or mastered} = \frac{\text{\# on track} + \text{\# mastered}}{\text{\# valid tests}} * 100$$

Percent below and percent approaching or below are calculated during the rounding process to ensure that all percentages sum to 100. Please note that values are rounded to the tenths place only after all calculations and comparisons have been performed.

[30] ACT participation rates, which are calculated by dividing the number of on-time graduates with valid ACT tests by the number of on-time graduates in the district, represent the only exception to this formula.
[31] 1-year participation rates reflect the most recent year of data.
[32] 2-year rate = (Year 1 tested + Year 2 tested) / (Year 1 enrolled + Year 2 enrolled)
[33] 3-year rate = (Year 1 tested + Year 2 tested + Year 3 tested) / (Year 1 enrolled + Year 2 enrolled + Year 3 enrolled)
[34] Records with missing or null performance levels are not included in these counts.
[35] EOC performance levels for math and ELA subjects are used throughout this document. These formulas also apply for performance levels for grades 3–8 and for science subjects (i.e., "mastered grade level" and "advanced").

- Percent below $= 100 -$ (percent mastered + percent on track + percent approaching)
- Percent approaching or below $= 100 -$ (percent on track or mastered)

## 3.3 One-Year and Three-Year Success Rates

Success rates represent the total number of valid tests with a performance level of on track or mastered divided by the total number of valid tests for the subjects in a given grade band. Content areas are only included in success rates for all students or any student group if there are 30 valid tests in that content area and year for the given student group. For example, if the all students group had only 29 valid tests in science in 2017 and 32 valid tests in science in 2018, the 2017 science tests would be **excluded** from the three-year success rate for all students. The table below indicates which subjects are **excluded** from success rates in a given school year. All success rates are rounded to one decimal place.

| School Year | Subjects Excluded from Success Rates | Notes |
|---|---|---|
| 2017-18 | Social studies (all grades) | Operational, but no baseline data |
| | Science (grades 3 and 4 **only**) | Shortened testing will not yield sufficient performance level data |
| 2018-19 | Science (all grades) | Field test, not operational assessment |
| | Social studies (all grades) | Field test in various grades would skew success rate comparisons within grade pool |
| 2019-20 | Science (all grades) | Operational, but no baseline data |
| | Social studies (all grades) | Various grades lack baseline data and would skew success rate comparisons within grade pool |

The formula below illustrates how **one-year success rates** are calculated. Success rates for both the K8 and HS pools include both EOC and achievement subjects because schools are assigned to a pool based on the number of students in the graduation cohort. Consequently, some schools may serve high school students though they are assigned to the K8 pool. One-year success rates are used in the achievement indicator.

$$\text{Success rate} = \frac{\#\text{ on track or mastered (math + ELA + science + HS math}^{36}\text{ + HS ELA}^{37}\text{ + HS science}^{38})}{\#\text{ valid tests (math + ELA + science + HS math + HS ELA + HS science)}}$$

The formulas below illustrate how **three-year success rates** are calculated for grades 3–8 and for high school subjects. Three-year Success rates with up to three years of data are used to identify Priority schools when available. Please note that in 2018, K-8 Priority schools will be identified based on one year of data and HS Priority schools will be based on two years of data, where applicable.

$$\text{Success rate} = \frac{\#\text{ on track or mastered (math + ELA + science + HS math + HS ELA + HS science + ACT}^{39})}{\#\text{ valid tests (math + ELA + science + HS math + HS ELA + HS science + ACT)}}$$

[36] High school math consists of all records across all of the following subjects: Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III.
[37] High school ELA consists of English I, II, and III.
[38] High school science consists of Biology I and Chemistry.
[39] In addition to the components of one-year success rates, three-year success rates include the number of students scoring 21 or higher on the ACT in the numerator and the number of on-time regular graduates in the denominator.

## 3.4 Graduation and Dropout Rates[40]

The graduation rate is equal to the number of graduates with an on-time regular diploma divided by the graduation cohort, rounded to one decimal place. This is calculated at the school, district, and state levels using the graduation files from the graduation cohort application. Some districts and certain schools may not have a graduation rate; for example, they may not meet the minimum required count of 30 students in the graduation cohort. Students count in the district and school where they were most recently enrolled.[41]

Dropout rates reflect the number of dropouts divided by the number of students in the graduation cohort, rounded to one decimal place. Dropouts include students who:

- Have withdrawal codes of 0, 1, 3, or 4 and did not receive a regular diploma (completion type 1), **or who**
- Have neither a withdrawal code nor completion type[42] and were not enrolled in a Tennessee public school as of October 1 of the following school year.
    - Students with neither withdrawal nor completion data who have withdrawal codes of 0, 1, 3, or 4 in the most recent enrollment of the following school year will also count as dropouts.

## 3.5 Ready Graduate

For 2017-18, students count as ready graduates if they graduated on-time in 2017 and scored a 21 or higher on the ACT. The ready graduate indicator is calculated by dividing the number of on time graduates from the 2013 cohort with a 21 or higher by the number of students in the 2013 cohort. Additional pathways related to Early Postsecondary Opportunities, Industry Certifications, and Military Readiness will be included in future years. Students count in the same school and district as they do for graduation cohort purposes, regardless of how long they were enrolled there. The percent of ready graduates in a school or district is rounded to one decimal place.

## 3.6 Chronically Out of School

Chronic absenteeism is defined as a student who is absent for 10 percent or more of the instructional days for which he or she is enrolled in a Tennessee public school or district. The department considers students with a value of X, T, U, or A in the attendance field of EIS extract 049. A student is chronically absent if the quotient from the equation below is 10 percent or higher. The chronic absenteeism rate is rounded to one decimal place.

$$\frac{\text{total number of absences (X + T + U + A)}}{\text{total number of instructional days enrolled}}$$

The calculation below defines the chronic absenteeism rate for a school, district, or the state.

$$\text{Percent chronically out of school} = \frac{\text{\# of chronically absent students}}{\text{\# students enrolled in given unit (school or district)}} * 100$$

[40] Graduation and dropout rates for the current accountability year are based on the previous year's results.
[41] Districts may appeal to request that students who are enrolled less than 60 school days of the most recent school year count in the cohort of the school and district in which the student was enrolled for the greatest proportion of school days while enrolled in high school. Please see TCA §49-1-6001 and the graduation cohort appeals documentation for more information.
[42] This also includes students with completion type 5, as this completion type indicates students did not earn a completion document of any kind. Please consult EIS Appendix J for more information.

District and school level calculations will include only students who are enrolled for 50 percent of the year or more in the district or school, respectively.

## 3.7 Annual Measurable Objective (AMO) Targets

AMO targets are yearly targets for improving performance based on prior year results.[43] School and district AMO targets expect schools and districts to decrease by half the percent of students whose performance does not meet the standard over the course of eight years. Double AMO targets expect the percent of students not meeting the standard to decrease by half in four years. AMO targets are rounded to one decimal place. AMO targets are set when a school or district has 30 or more valid tests in the prior year.

$$\text{AMO target} = \frac{100 - \text{prior performance}}{8 * 2} + \text{prior performance}$$

$$\text{Double AMO target} = \frac{100 - \text{prior performance}}{4 * 2} + \text{prior performance}$$

Chronically out of school AMO reduction targets subtract expected improvement from prior performance, as outlined below.

$$\text{AMO reduction target} = \text{prior performance} - \frac{\text{prior performance}}{8 * 2}$$

$$\text{Double AMO reduction target} = \text{prior performance} - \frac{\text{prior performance}}{4 * 2}$$

As an example, a school with a success rate of 25 percent would calculate its AMO target and double AMO targets as follows:

$$\text{AMO target} = \frac{100 - 25}{8 * 2} + 25 = \frac{75}{16} + 25 = 29.6875 \approx 29.7$$

$$\text{Double AMO target} = \frac{100 - 25}{4 * 2} + 25 = \frac{75}{8} + 25 = 34.375 \approx 34.4$$

## 3.8 Confidence Intervals (CIs)

The department calculates 95 percent confidence intervals (CI) for the percent of students scoring below and for the percent of students scoring on track or mastered for each student group and subject. These percentages of students may not be equal to the true proportion of students whose skills and knowledge correspond to a given performance level. Thus, a confidence interval is a range of values that captures the true percentage with greater confidence. The procedure for calculating a 95 percent confidence interval is such that, over many iterations, the interval will contain the true performance level percentage in 95 percent of cases. For more details on the formula used to calculate upper and lower confidence bounds, please see Appendix C.

[43] Targets for reducing the percent of students scoring below or the percent of students who are chronically absent are **subtracted** from prior performance rather than added to it, given that the goal is to reduce these rates.

A 95 percent CI means that:

- If the process were repeated on multiple samples, the CI would include the true value of percent on track or mastered or percent below 95 percent of the time.

A 95 percent CI does **not** mean that:

- 95 percent of the data fall within the calculated interval.
- There is a 95 percent probability that the true performance level percentage falls within the calculated interval.

# Section 4: Files Delivered to Districts

Districts can access the files described in this section from the accountability application once accountability determinations are complete. These files include:

- TVAAS Files
  - TVAAS District Evaluation Composites
  - TVAAS School Evaluation Composites
  - TVAAS Teacher Evaluation Composites
  - TVAAS District Subject-Level Data
  - TVAAS School Subject-Level Data
  - TVAAS Teacher Subject-Level Data
- Student Level Files
  - Student Level Achievement File
  - ACT Spring Test Day Substitution Student Level File
- District Accountability Files
  - District Assessment Data File
  - District Accountability Data File
  - District Public Release File
  - District Heat Map File
- School Accountability Files
  - School Assessment Data File
  - School Accountability Data File
  - School Public Release File
  - School Grade File
- English Language Proficiency Assessment Files
  - ACCESS District Level File
  - ACCESS School Level File
  - ACCESS Student Level File
- ACT Files
  - ACT Graduate Highest Score District Level File
  - ACT Graduate Highest Score School Level File
  - ACT Graduate Highest Score Student Level File
  - ACT Retake District Level File
  - ACT Retake School Level File
  - ACT Retake Student Level File
- AMO Files
  - District Level AMO Targets
  - School Level AMO Targets
- Chronic Absenteeism Files
  - Chronic Absenteeism District Level File
  - Chronic Absenteeism School Level File
  - Chronic Absenteeism Student Level File
- Second Grade Assessment Files
  - Student Level File
  - School Level File
  - District Level File

Appendix B lists all accountability files, including a description of each. File layouts are available on the accountability application.

## 4.1 Assessment Data Files

Assessment data files display the counts and percentages for each test, grade, subject, and student group. This includes results that do not factor into accountability calculations. **Please note that the counts and percentages listed in this file detail the results *before* subject reassignment or ACT substitution rules are applied.** Assessment data files are created for the school, system, and state levels and contain data for up to the three most recent years.[44]

## 4.2 Accountability Files

Accountability files display only the counts and percentages for each grade band, indicator, and student group included in accountability calculations. These files are created for the school, system, and state levels and contain data for the two most recent years.

## 4.3 Final Determination Heat Map Files

The final determination heat map files outline how the district determination or school grade was calculated and consist of six individual worksheets:

1. Final determination
    a. Provides final determination status and summarizes each component of the accountability model
2. Participation rate
    a. Displays the breakdown of the system's participation rates for all applicable student groups, grades, and subjects
3. Minimum progress goal
    a. Displays the breakdown of whether the system met or missed each component of the minimum progress goal
4. All students performance
    a. Displays the breakdown of how all students performed on each indicator and pathway
5. Student Group performance
    a. Displays the breakdown of how individual student groups performed on each indicator and pathway
6. Individual student groups
    a. Displays the performance of each student group for each indicator and pathway before the data are aggregated in the historically underserved student groups pathway

## 4.4 Student Level Achievement Files

Student level files contain the scores that are used in accountability determinations for all students, including scores from the alternative assessment. The student level files also outline which records changed due to accountability procedures, such as students whose scores were reassigned using the ACT subscore substitution rules.[45]

[44] Data files include only data that are available for a given year (e.g., there will not be chronic absenteeism data before 2016-17).
[45] See section 5.5.3 for more details.

## 4.5 English Language Proficiency Assessment Files

English language proficiency assessment (ELPA) files detail the performance and progress of English Learners on the WIDA ACCESS exam.

## 4.6 TVAAS Files

TVAAS files list composite and subject-level performance at the district, school, and teacher levels.

## 4.7 ACT Files

ACT files display counts and percentages of graduates and the graduating cohort meeting college readiness benchmarks and students with composite scores below 19 or greater than or equal to 21. These files also include participation rates.

## 4.8 AMO Files

AMO files outline district and school level performance targets.

## 4.9 Chronically Out of School Files

Chronically out of school files display counts and percentages of students who count in accountability calculations as chronically out of school. The student level file includes absenteeism rates for all students, regardless of whether they are included in accountability.

# Section 5: District Accountability

This section outlines the data sources and procedures used in district accountability calculations.

## 5.1 Indicators and Designations

The following indicators are included in district accountability:

- Grades 3–5 success rate
- Grades 6–8 success rate
- Grades 9–12 success rate
- Grades K–12 chronically out of school
- Grades K–12 English language proficiency assessment (ELPA)
- Graduation rate

Districts' performance across these indicators earns one of five possible determinations:

- Exemplary
- Advancing
- Satisfactory
- Marginal
- In need of improvement

## 5.2 Historically Underserved Student Groups and Minimum Required Counts

Students are included in applicable student groups to ensure all Tennessee students achieve high levels of success. All students are included in the all students group. If applicable, students are also included in the following historically underserved student groups:

- Super Subgroup[46]
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

Student groups with at least 30 valid tests[47] are included in accountability calculations for the success rate and ELPA indicators. Student groups with at least 30 students in grades K through 12 are included for the chronically out of school indicator. Student groups with at least 30 students in the graduation cohort are included for the graduation rate indicator.

Districts will only receive scores for the indicators for which they have sufficient data for **both** the AMO and absolute performance pathways.[48]

Records with a blank or unknown race/ethnicity will be assigned to the All Students group, even if the student is Black, Hispanic, or Native American and would otherwise be assigned to the BHN student group. The same is true for records

[46] The Super Subgroup includes all records that identify at least one of the historically underserved student groups listed. Please consult section 2.3.2 for more information.

[47] Valid tests are those test records for which a performance level can be assigned.

[48] Districts may receive scores for indicators in which they do not have sufficient data for a value-added score so long as they have sufficient data for **both** the AMO and absolute performance pathways.

that do not accurately reflect students' status as Economically Disadvantaged (ED) students, English Learners (EL), and Students with Disabilities (SWD). **This highlights the importance of ensuring accurate student data at the district and school levels before the final day of the testing window.**

## 5.3 Minimum Progress Goal Procedures

The minimum progress goal evaluates districts' performance for the three success rate indicators (i.e., grades 3–5, grades 6–8, and grades 9–12). Districts must meet all three goals described below and **the 95 percent ACT participation rate to meet the minimum progress goal**. Districts that do not meet the minimum progress goal will be labeled **in need of improvement** and will not progress to the all students or historically underserved student group statuses.

### 5.3.1 Achievement Key

The department compares the current year success rate to the prior year success rate for each grade band with at least 30 valid tests in both the current and prior year. Districts pass each success rate indicator in which the current year's success rate equals or exceeds the prior year's success rate.

Districts that pass 33 percent of eligible success rates meet the achievement key of the minimum progress goal.

### 5.3.2 Value-Added Key

Districts with an overall TVAAS level of 3 or greater[49] in at least 33 percent of eligible grade bands meet the TVAAS key of the minimum progress goal.

### 5.3.3 Student Groups Key

For all success rate subjects and grade bands with at least 30 valid tests in the current prior years, the department compares the percent of students in the Super Subgroup who score below in the current year to the same rate from the prior year. Districts pass each grade band in which the current year's Super Subgroup percent below is less than or equal to the prior year's Super Subgroup percent below.

Districts that pass 33 percent of eligible success rate content areas meet the student groups key of the minimum progress goal.

| Content Area | Achievement Key | TVAAS Key | Subgroup Key |
|---|---|---|---|
| Grades 3–5 success rate | >= prior success rate | >= Level 3 TVAAS | <= prior percent below |
| Grades 6–8 success rate | >= prior success rate | >= Level 3 TVAAS | <= prior percent below |
| Grades 9–12 success rate | >= prior success rate | >= Level 3 TVAAS | <= prior percent below |
| Overall Goal: | Meet at least 33 percent | Meet at least 33 percent | Meet at least 33 percent |

## 5.4 Achievement Determination Procedures

### 5.4.1 Overview and Eligibility

Districts earn between 0 and 4 points for each goal and indicator for which they are eligible. Overall indicator scores average the number of points districts receive for the corresponding value-added performance with the higher number of points between their AMO targets and their absolute performance (i.e., the higher of the two scores in columns 2 and 3 below, averaged with the score in column 4).

[49] This composite TVAAS level will reflect the subjects included in success rates.

| Content Area | AMO Pathway | Absolute Performance Pathway | Value-Added Pathway | Overall Score |
|---|---|---|---|---|
| Grades 3–5 success rate | 3 | 3 | 2 | 2.5 |
| Grades 6–8 success rate | 3 | 1 | 1 | 2 |
| Grades 9–12 success rate | 1 | 3 | 3 | 3 |
| Grades K–12 chronically out of school | 0 | 2 | 0 | 1 |
| Grades K–12 English language proficiency assessment (ELPA) | 2 | 0 | 4 | 3 |
| Graduation rate | 0 | 2 | 2 | 2 |

## 5.4.2 Success Rate AMO Pathway

Districts receive points for each eligible success rate content area for the AMO goal by comparing performance to AMO targets using the following scale:

- Districts receive **4** points if their success rate meets or exceeds the double AMO target.[50]
- Districts receive **3** points if their success rate meets or exceeds the AMO target but is less than the double AMO target.
- Districts receive **2** points if the upper bound of the confidence interval of their success rate meets or exceeds the AMO target.
- Districts receive **1** point if the upper bound of the confidence interval of their success rate increases compared to the previous year but fails to meet the AMO target.
- Districts receive **0** points if the upper bound of the confidence interval of their success rate is less than or equal to the prior year's success rate.

### 5.4.2.1 Chronically Out of School AMO Goal

Districts receive points for the chronically out of school AMO goal by comparing performance to AMO targets using the following scale:

- Districts receive **4** points if their chronic absenteeism rate is less than or equal to the double AMO target.
- Districts receive **3** points if their chronic absenteeism rate is less than or equal to the AMO target but is greater than the double AMO target.
- Districts receive **2** points if the lower bound of the confidence interval of their chronic absenteeism rate is less than or equal to the AMO target.
- Districts receive **1** point if the lower bound of the confidence interval of their chronic absenteeism rate decreases compared to the previous year but fails to meet the AMO target.
- Districts receive **0** points if the lower bound of the confidence interval of their chronic absenteeism rate is greater than or equal to the prior year's chronic absenteeism rate.

### 5.4.2.2 English Language Proficiency Assessment (ELPA) AMO Goal

Districts receive points for the ELPA AMO goal by comparing performance to AMO targets using the following scale:

[50] Please see section 3.7 for more details about AMO target and double AMO target calculations.

- Districts receive **4** points if the percent of students meeting growth standards meets or exceeds the double AMO target.
- Districts receive **3** points if the percent of students meeting growth standards meets or exceeds the AMO target but is less than the double AMO target.
- Districts receive **2** points if the upper bound of the confidence interval of their percent of students meeting growth standards meets or exceeds the AMO target.
- Districts receive **1** point if the upper bound of the confidence interval of the percent of students meeting growth standards increases compared to the previous year but fails to meet the AMO target.
- Districts receive **0** points if the upper bound of the confidence interval of the percent of students meeting growth standards is less than or equal to the prior year.

#### 5.4.2.3 Graduation Rate AMO Goal

Districts receive points for the graduation rate AMO goal by comparing performance to AMO targets using the following scale:

- Districts receive **4** points if their graduation rate meets or exceeds the double AMO target.
- Districts receive **3** points if their graduation rate exceeds the AMO target but is less than the double AMO target.
- Districts receive **2** points if the upper bound of the confidence interval of their graduation rate meets or exceeds the AMO target.
- Districts receive **1** point if the upper bound of the confidence interval of their graduation rate increases compared to the previous year but fails to meet the AMO target.
- Districts receive **0** points if the upper bound of the confidence interval of their graduation rate is less than or equal to the prior year's graduation rate.

### 5.4.3 Absolute Success Rate Performance Pathway

Districts receive points for each eligible indicator according to the scales outlined below.

- Districts receive **4** points if their success rate is 50 percent or greater.
- Districts receive **3** points if their success rate is 45 to 49.9 percent.
- Districts receive **2** points if their success rate is 35 to 44.9 percent.
- Districts receive **1** point if their success rate is 25 to 34.9 percent.
- Districts receive **0** points if their success rate is less than 25 percent.

#### 5.4.3.1 Chronically Out of School Indicator

Districts receive points for the chronically out of school absolute performance pathway based on the below criteria:

- Districts receive **4** points if their chronic absenteeism rate is less than or equal to 8 percent.
- Districts receive **3** points if their chronic absenteeism rate is greater than 8 percent and less than or equal to 11.5 percent.
- Districts receive **2** points if their chronic absenteeism rate is greater than 11.5 percent and less than or equal to16.5 percent.
- Districts receive **1** point if their chronic absenteeism rate is greater than 16.5 percent and less than or equal to 25 percent.
- Districts receive **0** points if their chronic absenteeism rate is greater than 25 percent.

#### 5.4.3.2 English Language Proficiency Assessment Absolute Performance Indicator

Districts receive points for the ELPA absolute performance pathway based on the below criteria:

- Districts receive **4** points if at least 60 percent of students meet growth standards.

- Districts receive **3** points if at least 50 percent and less than 60 percent of students meet growth standards.
- Districts receive **2** points if at least 40 percent and less than 50 percent of students meet growth standards.
- Districts receive **1** point if at least 25 percent and less than 40 percent of students meet growth standards.
- Districts receive **0** points if less than 25 percent of students meet growth standards.

#### 5.4.3.3 Graduation Rate Absolute Performance Indicator

Districts receive points for the graduation rate absolute performance pathway based on the below criteria:

- Districts receive **4** points if their graduation rate equals or exceeds 95 percent.
- Districts receive **3** points if their graduation rate equals or exceeds 90 percent but is less than 95 percent.
- Districts receive **2** points if their graduation rate equals or exceeds 80 percent but is less than 90 percent.
- Districts receive **1** point if their graduation rate equals or exceeds 67 percent but is less than 80 percent.
- Districts receive **0** points if their graduation rate is less than 67 percent.

### 5.4.4 Value-Added Goal

Districts receive points for the value-added pathway based on how much value they add to each indicator and how that compares to the performance of other districts in the state. This pathway is based on change in performance rather than absolute performance.

Districts receive points for each eligible success rate for the value-added goal based on composite TVAAS levels:

- Districts receive **4** points for a composite TVAAS level 5.
- Districts receive **3** points for a composite TVAAS level 4.
- Districts receive **2** points for a composite TVAAS level 3.
- Districts receive **1** point for a composite TVAAS level 2.
- Districts receive **0** points for a composite TVAAS level 1.

#### 5.4.4.1 Chronically Out of School Value-Added Goal

Districts receive points for the value-added goal of the chronically out of school indicator based on reducing the percent of students who were previously chronically absent:

- Districts receive **4** points if their percent of students who were chronically absent in the prior year **and** are not chronically absent in the current year is in the top quintile of statewide performance.
- Districts receive **3** points if their percent of students who were chronically absent in the prior year **and** are not chronically absent in the current year is in the fourth quintile of statewide performance.
- Districts receive **2** points if their percent of students who were chronically absent in the prior year **and** are not chronically absent in the current year is in the third quintile of statewide performance.
- Districts receive **1** point if their percent of students who were chronically absent in the prior year **and** are not chronically absent in the current year is in the second quintile of statewide performance.
- Districts receive **0** points if their percent of students who were chronically absent in the prior year **and** are not chronically absent in the current year is in the bottom quintile of statewide performance.

#### 5.4.4.2 English Language Proficiency Assessment (ELPA) Value-Added Goal

Districts receive points for the value-added goal of the ELPA indicator based on the change in the percent of transitional EL students who score on track or mastered in ELA content areas:

- Districts receive **4** points if the difference in their percent of transitional EL students who score on track or mastered in ELA subjects compared to the prior year is in the top quintile of statewide performance.
- Districts receive **3** points if the difference in their percent of transitional EL students who score on track or mastered in ELA subjects compared to the prior year is in the fourth quintile of statewide performance.

- Districts receive **2** points if the difference in their percent of transitional EL students who score on track or mastered in ELA subjects compared to the prior year is in the in the third quintile of statewide performance.
- Districts receive **1** point if the difference in their percent of transitional EL students who score on track or mastered in ELA subjects compared to the prior year is in the second quintile of statewide performance.
- Districts receive **0** points if the difference in their percent of transitional EL students who score on track or mastered in ELA subjects compared to the prior year is in the bottom statewide performance.

#### 5.4.4.3 Graduation Rate Value-Added Goal

Districts receive points for the value-added goal of the graduation rate indicator based on the change in the percent of graduates who are considered ready.[51]

- Districts receive **4** points if the difference in their percent of ready graduates compared to the prior year is in the top quintile of statewide performance.
- Districts receive **3** points if the difference in their percent of ready graduates compared to the prior year is in the fourth quintile of statewide performance.
- Districts receive **2** points if the difference in their percent of ready graduates compared to the prior year is in the third quintile of statewide performance.
- Districts receive **1** point if the difference in their percent of ready graduates compared to the prior year is in the second quintile of statewide performance.
- Districts receive **0** points if the difference in their percent of ready graduates compared to the prior year is in the bottom quintile of statewide performance.

### 5.4.5 Overall All Students Determination

Districts receive a score for each eligible indicator that reflects the better of their AMO pathway score and their absolute performance pathway score, averaged with their value-added pathway score.

| Indicator Area | AMO Pathway | Absolute Pathway | Value-Added Pathway | Overall Score |
|---|---|---|---|---|
| Grades 3–5 success rate | 0 | 3 | 2 | 2.5 |
| Grades 6–8 success rate | 2 | 2 | 2 | 2 |
| Grades 9–12 success rate | 3 | 2 | 2 | 2.5 |
| Grades K–12 chronically out of school | 4 | 1 | 1 | 2.5 |
| Grades K–12 English language proficiency assessment (ELPA) | 3 | 1 | 0 | 1.5 |
| Graduation rate | 1 | 4 | 2 | 3 |

These indicator scores are averaged to calculate an overall All Students score. Districts earn an overall All Students determination using the following scale.

- Districts with an average score greater than or equal to 3 will receive an all students determination of **exemplary**.
- Districts with an average score greater than or equal to 2 but less than 3 will receive an all students determination of **advancing**.

[51] Please refer to section 3.5 for more information on ready graduates.

- Districts with an average score greater than or equal to 1 but less than 2 will receive an all students determination of **satisfactory**.
- Districts with an average score less than 1 will receive an all students determination of **marginal**.

# 5.5 Historically Underserved Student Group Determination Procedures

## 5.5.1 Overview and Eligibility

Districts earn between 0 and 4 points for each pathway and eligible indicator and student group. Overall indicator scores average the number of points districts receive for the value-added pathway with the higher number of points between their AMO targets and their absolute performance. The example table below illustrates how districts earn points for a **single** student group.

| Indicator Area | AMO Pathway | Absolute Pathway | Value-Added Pathway | Overall BHN Score |
|---|---|---|---|---|
| Grades 3–5 BHN success rate | 3 | 3 | 2 | 2.5 |
| Grades 6–8 BHN success rate | 3 | 1 | 1 | 2 |
| Grades 9–12 BHN success rate | 1 | 3 | 3 | 3 |
| Grades K–12 BHN chronically out of school | 0 | 2 | 0 | 1 |
| Grades K–12 BHN English language proficiency assessment (ELPA) | 2 | 0 | 4 | 3 |
| BHN Graduation rate | 0 | 2 | 2 | 2 |

These indicator scores are averaged to create a student group score. The BHN student group score in the example above would be 2.25. This process repeats for each eligible student group and indicator. The example table on the following page illustrates how multiple student group scores are combined.

| Indicator Area | Black/Hispanic/ Native American | Economically Disadvantaged | English Learners | Students with Disabilities |
|---|---|---|---|---|
| Grades 3–5 success rate | 2.5 | 3 | | 3 |
| Grades 6–8 success rate | 2 | 1.5 | | 2 |
| Grades 9–12 success rate | 3 | 2 | | 1 |
| Grades K–12 chronically out of school | 1 | 3 | | 1.5 |
| Grades K–12 English language proficiency assessment (ELPA) | 3 | 0 | | 0 |
| Graduation rate | 2 | 2 | | 2 |
| Subgroup Average | 2.25 | 1.92 | | 1.58 |
| Subgroup Determination | 1.9 | | | |
| | Satisfactory | | | |

All individual student group average scores are averaged again to calculate districts' overall student group determinations. Please note that missing values for the English Learners column indicate that the district in the example above does not have at least 30 EL students for any indicator.

### 5.5.2 Student Group AMO Goal

Districts receive points for each eligible indicator and student group for the AMO goal following the same procedures outlined in section 5.4.2.

### 5.5.3 Student Group Absolute Achievement Goal

Districts receive points for each eligible indicator and student group for the absolute performance goal following the same procedures outlined in section 5.4.3.

### 5.5.4 Student Group Value-Added Goal

Districts receive points for each eligible indicator and student group for the value-added goal following the same procedures outlined in section 5.4.4.

### 5.5.5 Overall Student Group Determination

Districts receive a score for each eligible indicator and student group that reflects the better of their AMO pathway score and their absolute performance pathway score, averaged with their value-added pathway score. These indicator scores are averaged to calculate an individual student group score (e.g., BHN or EL). These student group scores are averaged again to calculate an overall student group score. Districts earn an overall student group determination using the following scale.

- Districts with an overall student group score greater than or equal to 3 will receive a student group determination of **exemplary**.
- Districts with an overall student group score greater than or equal to 2 but less than 3 will receive a student group determination of **advancing**.
- Districts with an overall student group greater than or equal to 1 but less than 2 will receive a student group

determination of **satisfactory**.

- Districts with an overall student group score less than 1 will receive a student group determination of **marginal**.

## 5.6 Final Determination Procedures

Districts' final accountability determinations are calculated by taking a weighted average of districts' achievement and subgroup scores of 60 percent and 40 percent, respectively.

| Pathway | Average | Determination | Overall Average | Final Determination |
|---|---|---|---|---|
| Achievement (60%) | 2.33 | Advancing | 2.16 | Advancing |
| Subgroup (40%) | 1.9 | Satisfactory | | |

Districts earn final accountability determinations based on the following scale.

- Districts with an overall score greater than or equal to 3 will be labeled **exemplary**.
- Districts with an overall score greater than or equal to 2 but less than 3 will be labeled **advancing**.
- Districts with an overall score greater than or equal to 1 but less than 2 will be labeled **satisfactory**.
- Districts with an overall score less than 1 will be labeled **marginal**.
- Districts that miss the minimum progress goal will be labeled **in need of improvement**.

# Section 6: School Accountability

## 6.1 Background and Designations

This section details the procedures involved in calculating school accountability designations. The department identifies Priority schools[52] every three years and all other schools annually. Priority schools that make significant progress in the three-year period have opportunities to exit the list of Priority schools between three-year identification cycles.[53] Reward schools are those schools that earn an overall score greater than 3 and have no eligible student groups performing in the bottom five percent in the state.[54]

## 6.2 School Pools and Eligibility

Schools are included in one of two pools based on data from the most recent school year.

- **K8 pool**: Schools with fewer than 30 students in the prior year graduating cohort
- **HS pool**: Schools with 30 or more students in the prior year graduating cohort

Schools with only graduation or ACT data in the most current year or in all of the last three years are included in the overall pool of schools but do not receive designations.

Schools that are closed are included in the overall pools of schools but do not receive designations since they are not eligible to receive interventions.

Schools with only one year of data are included in the overall pools but do not receive designations since they do not have data to evaluate improvement.

Special education schools are included in the overall pools of schools but are not eligible for Priority Status.

Schools that serve only grades K-2 or some combination of these grades receive the indicator scores of the school that the majority of their students feed into for grade 3.

The following schools and school types are ineligible to receive school accountability designations since data from these schools remands to the student's sending school:

- CTE and adult high schools
- Alternative schools

## 6.3 Student Groups and Pathways

School accountability calculations include students in applicable historically underserved student groups to ensure all Tennessee students achieve high levels of success. The all students group includes all students. If applicable, students are also included in the following student groups:

- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

The department will consider Super Subgroup performance for schools that do not have sufficient numbers of

[52] Priority schools are sometimes referred to as "schools identified for comprehensive support and improvement."
[53] Please see section 6.5.1 for more information regarding Priority exit criteria.
[54] Please see section 6.6 for more information on Reward exemptions.

students for **any** individual student group listed above but **do** have sufficient numbers of students in the Super Subgroup.

Each overall student group indicator represents the average performance of each eligible student group for that indicator. In other words, a school that is only eligible for the BHN and ED student groups will receive a student group indicator score that reflects the even weight of the performance of these two student groups. Each overall average is rounded to one decimal place.

Final indicator averages weight all students and subgroup indicator averages at 60 percent and 40 percent, respectively. Final indicator averages are rounded to one decimal place.

Consider the example of the high school below.

| Indicator | **All Students** (60%) | **Historically Underserved Student Groups** (40%) | **Overall Indicator Average** |
|---|---|---|---|
| Achievement | 1 | 1 | 1 |
| Growth | 4 | 4 | 4 |
| Ready Graduate | 4 | 3 | 3.6 |
| Graduation Rate | 4 | 4 | 4 |
| Chronically Out of School | 3 | 3 | 3 |
| English Language Proficiency | 1 | 2 | 1.4 |

## 6.4 Indicators and Weighting

The table below details the indicators included in school accountability. The weights will be used to compute a weighted average for Reward school identification and Reward school exemptions.

| Indicator | Definition | Measure for All Students and Student Groups | Weight |
|---|---|---|---|
| **Achievement** | Progress toward on track or mastered | Absolute performance **or** AMO targets (set to increase the percent of students scoring on track or mastered) | **K8**: 45%<br>**HS**: 30% |
| **Growth** | Progress toward approaching, on track, or mastered | TVAAS (student-level growth measure across achievement continuum) | **K8**: 35%<br>**HS**: 25% |
| **Graduation Rate** | Percent of students in the graduation cohort that graduate on time with a regular diploma | Absolute performance **or** AMO targets (set to increase the graduation rate) | **K8**: NA<br>**HS**: 5% |
| **Ready Graduate** | Percent of students who graduate **and** score 21+ on ACT | Absolute performance **or** AMO targets (set to increase the percent of ready graduates) | **K8**: NA<br>**HS**: 20% |
| **Chronically Out of School** | Chronic absenteeism, including out-of-school suspension | Absolute performance **or** AMO targets (set to decrease the percent of chronically absent students) | **K8**: 10%<br>**HS**: 10% |
| **English** | Performance on | The percent of students meeting growth standards | **K8**: 10% |

| | | | |
|---|---|---|---|
| **Language Proficiency Assessment**[55] | WIDA ACCESS | | **HS**: 10%[56] |

Student groups with at least 30 valid tests are included in accountability calculations. The Super Subgroup[57] will be used for schools with fewer than 30 valid tests for each of the four student groups listed above, assuming the school has at least 30 valid tests for the Super Subgroup.

Schools only receive scores for indicators in which they have sufficient data for all pathways. For example, a high school with at least 30 students in the graduation cohort that has a graduation rate but lacks AMO targets would not receive a score for the graduation rate indicator.

The 10 percent weight for the English Language Proficiency Assessment (ELPA) indicator is redistributed evenly between the achievement and growth indicators for schools that do not have at least 10 valid tests. Weighting is scaled up proportionally for schools that are missing indicators other than ELPA. If schools are missing one or more indicators in addition to ELPA, the weight of the ELPA indicator is first redistributed evenly between the achievement and growth indicators. All indicators are then proportionally rescaled.[58]

### 6.4.1 Achievement

Schools' achievement scores reflect **the better of** their success rates relative to the state or relative to their AMO targets for both all students and subgroups.

| Points | Absolute Performance (All Students and Subgroups) | AMO Targets (All Students and Subgroups) |
|---|---|---|
| 4 | One-year success rate equals or exceeds 50 percent | One-year success rate equals or exceeds double AMO target |
| 3 | One-year success rate equals or exceeds 45 percent and is less than 50 percent | One-year success rate exceeds AMO target |
| 2 | One-year success rate equals or exceeds 35 percent and is less than 45 percent | Upper bound of one-year success rate confidence interval equals or exceeds AMO target |
| 1 | One-year success rate equals or exceeds 25 percent and is less than 35 percent | Upper bound of one-year success rate confidence interval exceeds prior one-year success rate |
| 0 | One-year success rate is less than 25 percent | Upper bound of one-year success rate confidence interval is less than or equal to prior one-year success rate |

### 6.4.2 Growth

[55] The ELPA indicator uses a minimum n-size of 10 valid tests whereas all other indicators require a minimum n-size of 30.
[56] The 10 percent weight is redistributed to the achievement and growth indicators equally for schools that do not meet the minimum n-size for the ELPA indicator.
[57] Please see section 2.3.2 for more information on the Super Subgroup.
[58] For example, a K8 school with missing achievement and ELPA indicators would first have the weight of ELPA reassigned to growth and achievement (50% achievement, 40% growth, 10% chronically out of school). Then the missing achievement weight would be distributed proportionally between growth and chronically out of school (80% growth, 20% chronically out of school).

Schools' growth scores reflect composite TVAAS levels for both the all students and student groups pathways.

| Points | **TVAAS Composite** (All Students and Student Groups) |
|---|---|
| 4 | Level 5 |
| 3 | Level 4 |
| 2 | Level 3 |
| 1 | Level 2 |
| 0 | Level 1 |

### 6.4.3 Ready Graduate

The percent of ready graduates is calculated by multiplying schools' graduation rates by the percent of students scoring at or above 21 on the ACT composite.

$$\frac{\#\text{ of graduates scoring 21 or better on ACT}}{\#\text{ of graduates}} * \text{graduation rate}$$

Only schools in the high school pool receive points for the ready graduate indicator according to the following scale.

| Points | **Absolute Performance** (All Students and Subgroups) | **AMO Targets** (All Students and Subgroups) |
|---|---|---|
| 4 | Percent of ready graduates equals or exceeds 40 percent | Percent of ready graduates equals or exceeds double AMO target |
| 3 | Percent of ready graduates equals or exceeds 30 percent and is less than 40 percent | Percent of ready graduates equals or exceeds AMO target |
| 2 | Percent of ready graduates equals or exceeds 25 percent and is less than 30 percent | Percent of ready graduates exceeds prior percent of ready graduates |
| 1 | Percent of ready graduates equals or exceeds 16 percent and is less than 25 percent | Percent of ready graduates equals prior percent of ready graduates |
| 0 | Percent of ready graduates is less than 16 percent | Percent of ready graduates is less than prior percent of ready graduates |

### 6.4.4 Graduation Rate

Graduation rates reflect the percent of students in a given cohort who graduate with a regular diploma within four years and a summer of starting grade 9. Only schools in the high school pool receive points for the graduation rate indicator according to the following scale.

| Points | **Absolute Performance** (All Students and Subgroups) | **AMO Targets** (All Students and Subgroups) |
|---|---|---|
| 4 | Graduation rate equals or exceeds 95 percent | Graduation rate equals or exceeds double AMO target |
| 3 | Graduation rate equals or exceeds 90 percent and is less than 95 percent | Graduation rate exceeds AMO target |

| | | |
|---|---|---|
| 2 | Graduation rate equals or exceeds 80 percent and is less than 90 percent | Upper bound of confidence interval of graduation rate equals or exceeds AMO target |
| 1 | Graduation rate equals or exceeds 67 percent and is less than 80 percent | Upper bound of confidence interval of graduation rate exceeds prior graduation rate |
| 0 | Graduation rate is less than 67 percent | Upper bound of confidence interval of graduation rate is less than or equal to prior year graduation rate |

### 6.4.5 Chronically Out of School

Chronic absenteeism calculations include only students who are enrolled for at least 50 percent of the instructional days in the school year. The percent of chronically out of school students is calculated by dividing the number of students who are chronically absent by the number of students enrolled. Schools receive points for the chronically out of school indicator according to the following scale.

| **Points** | **K8 Absolute Performance** (All Students and Subgroups) | **HS Absolute Performance** (All Students and Subgroups) | **AMO Targets** (All Students and Subgroups) |
|---|---|---|---|
| 4 | Percent of chronically absent students is less than or equal to 6 percent | Percent of chronically absent students is less than or equal to 10 percent | Percent of chronically absent students is less than or equal to double AMO target |
| 3 | Percent of chronically absent students is greater than 6 percent and less than or equal to 9 percent | Percent of chronically absent students is greater than 10 percent and less than or equal to 14 percent | Percent of chronically absent students is less than or equal to AMO target |
| 2 | Percent of chronically absent students is greater than 9 percent and less than or equal to 13 percent | Percent of chronically absent students is greater than 14 percent and less than or equal to 20 percent | Lower bound of confidence interval of percent of chronically absent students is less than or equal to AMO target |
| 1 | Percent of chronically absent students is greater than 13 percent and less than or equal to 20 percent | Percent of chronically absent students is greater than 20 percent and less than or equal to 30 percent | Lower bound of confidence interval of percent of chronically absent students is less than prior year percent of chronically absent students |
| 0 | Percent of chronically absent students is greater than 20 percent | Percent of chronically absent students is greater than 30 percent | Lower bound of confidence interval of percent of chronically absent students equals or exceeds prior year percent of chronically absent students |

### 6.4.6 English Language Proficiency Assessment

Schools are eligible for the ELPA indicator if at least 10 students have valid composite performance levels in both the current and prior year. The ELPA indicator reflects the percent of students meeting the growth standard. Growth standards are differentiated based on students' prior-year composite performance according to the table below.[59]

| Prior Year Score Range | Growth Standard |
|---|---|
| 1.0–1.4 | 1.3 |
| 1.5–1.9 | 0.7 |
| 2.0–2.4 | 0.8 |
| 2.5–2.9 | 0.7 |
| 3.0–3.4 | 0.4 |
| 3.5–3.9 | 0.5 |
| 4.0–4.4 | 0.4 |

Students are considered to have met the growth standard if the difference between their current year and prior year composite performance levels is greater than or equal to the corresponding growth standard based on their prior year composite performance level. Alternatively, students who miss the growth standard in the most recent year but meet a combined two-year growth standard will also count as having met the growth standard. The department will also consider students to have met the growth standard if they meet the reclassification criteria in the most recent year, regardless of whether their year-over-year growth meets the standard for their prior composite score.[60]

Consider the example of a student whose composite performance levels in 2016-17 and 2017-18 were 2.6 and 3.5, respectively. The student made 0.9 points of year-over-year growth, which exceeds the growth standard associated with the student's prior score (0.7). As such, the example student counts as having met the growth standard.

Alternatively consider a student with composite performance levels of 2.0, 2.9, and 3.5 in 2015-16, 2016-17, and 2017-18, respectively. The student would meet the growth standard in 2017 because her current composite performance level increased by 0.9 points, which is greater than or equal to the growth standard of 0.8 based on that performance level (i.e., 2.9 – 2.0 ≥ 0.8). However, the student did not make the growth standard in 2018 because her improvement fell short of the growth standard (i.e., 3.5 – 2.9 < 0.7). When we consider the student's growth over two years, though, the student made sufficient growth **overall** based on her prior year composite performance levels in both years (i.e., 3.5 – 2.0 ≥ 0.8 + 0.7). In other words, the student's additional growth from 2016 to 2017 compensated for her slightly lower growth in 2018, and the student would count as having met the growth standard.

Schools receive points for the percent of students meeting growth standards based on their performance relative to the state's long-term goals. The table below summarizes how schools earn points for the performance of EL students on the WIDA ACCESS 2.0 assessment for the ELPA indicator.

| Points | Percent of Students Meeting Growth Standards<br>(All Students and Subgroups) |
|---|---|
| 4 | Percent of students meeting growth standards equals or exceeds 60 percent |
| | Percent of students meeting growth standards equals or exceeds 50 percent and is |

[59] These growth standards represent the 60th percentile of growth performance for each given score band.

[60] Students with a valid composite performance level in only the most recent year will not count as having met the growth standard.

| | |
|---|---|
| 3 | less than 60 percent |
| 2 | Percent of students meeting growth standards equals or exceeds 40 percent and is less than 50 percent |
| 1 | Percent of students meeting growth standards equals or exceeds 25 percent and is less than 40 percent |
| 0 | Percent of students meeting growth standards is less than 25 percent |

## 6.5 Priority School Identification

Schools in the K8 pool with a one-year success rate in the bottom 5 percent based on 2016-17 data or schools in the HS pool with a two-year success rate in the bottom 5 percent based on 2015-16 and 2016-17 data AND that have a two- or three-year success rate in the bottom five percent of their school pool[61] using current year success rates that do not have one-year TVAAS levels of four or five in **both** of the two most recent years[62] will be labeled as Priority schools.[63] Schools with graduation rates less than 67 percent are also labeled Priority schools. Priority schools are identified every three years and have the opportunity to exit each year.

### 6.5.1 Priority Exit Criteria

Priority schools may exit Priority status annually by meeting one of the following exit criteria:

- The school is not identified on the next Priority list;
- The school exceeds the 10th percentile in the state for **both** of its two most recent one-year success rates;
- The school earns a level 4 or 5 TVAAS in all accountability subjects/content areas for two consecutive years;
- The school exceeds the 15th percentile in the state for its most recent one-year success rate;
- If identified for consistently underperforming student groups, schools may exit by meeting AMO targets for that specific student group for two consecutive years; or
- If identified for graduation rates below 67 percent, schools may exit by graduating at least 67 percent of students for two consecutive years.

## 6.6 Reward School Identification

Reward schools will be identified based on 2017-18 data. Schools with an overall weighted average greater than 3.0 that do not meet the criteria outlined below will be labeled Reward. Schools with scores for all indicators for a given student group that have overall average scores in the bottom five percent of their school pool for one or more student groups are exempt from Reward school status. The following student groups are included for the purposes of determining Reward School exemptions **only**:

- Black/Hispanic/Native American
- Economically Disadvantaged
- English Learners
- Students with Disabilities
- Black or African American
- Hispanic or Latino
- Native American
- Hawaiian or Pacific Islander
- Asian
- White

[61] See section 6.2 for more information regarding school pools.

[62] Schools in the bottom five percent that do not have TVAAS levels for 2016-17 must have a TVAAS level of 4 or 5 in 2017-18 to meet the TVAAS safe harbor and avoid Priority identification.

[63] These one-year TVAAS composites do not include ACT value-added data.

Schools with an overall subgroup average above 1.0 will be eligible for Reward school status, even if their overall subgroup average falls in the bottom five percent for that subgroup.

# Appendix A: List of Acronyms

| Term | Definition |
|---|---|
| AMOs | Annual Measurable Objectives |
| CTE | Career Technical Education Schools |
| BHN | Black, Hispanic, Native American student group |
| ED | Economically Disadvantaged student group |
| EL | English Learner student group |
| ELA | English language arts |
| ELPA | English language proficiency assessment |
| EOC | End of Course |
| EPSO | Early postsecondary opportunity |
| ESSA | Every Student Succeeds Act (most recent reauthorization of the Elementary and Secondary Education Act) |
| FD | Functionally Delayed |
| FTTT | First Time Test Taker |
| LEP | Limited English Proficiency |
| LTEL | Long-term English learner |
| RAEL | Recently arrived English learner |
| SWD | Students with Disabilities student group |
| TCAP | Tennessee Comprehensive Assessment Program |

# Appendix B: Accountability Files Purpose and Structure

This appendix outlines the purpose and structure of all accountability files. Please note that files 3 through 6 are all stored in separate worksheets of the final determination files. Please consult the File Layout document on the accountability application for more information.

| Category | File Name | Description |
|---|---|---|
| 2017-18 TVAAS Files | TVAAS District Evaluation Composites | This file includes district TVAAS composites by test type. |
| | TVAAS School Evaluation Composites | This file includes school TVAAS composites by test type. |
| | TVAAS Teacher Evaluation Composites | This file includes teacher TVAAS composites (both single- and multi-year) by test type. |
| | TVAAS District Subject-Level Data | This file includes district growth measures, indices, and levels for individual grades and subjects. |
| | TVAAS School Subject-Level Data | This file includes school growth measures, indices, and levels for individual grades and subjects. |
| | TVAAS Teacher Subject-Level Data | This file includes teacher growth measures, indices, and levels for individual grades and subjects. |
| 2017-18 Student Level Files | Student Level File | This file displays all testing TNReady testing data included in accountability, including alternate assessment data. |
| 2017-18 District Files | District Assessment Data File | This file displays data at the test/subject/grade/student group level for all tested grades and subjects for the past three years, if available. |
| | District Accountability File | This file displays the aggregated data included in district accountability. |
| | District Heat Map File | This file contains multiple worksheets that detail each component of districts' final determinations. |
| 2017-18 School Files | School Assessment File | This file displays data at the subject/grade/student group level for all tested grades and subjects for the past three years, if available. |
| | School Accountability File | This file displays the aggregated data included in school accountability. |
| | School Accountability File | This file displays school pool and eligibility information. |
| 2017-18 English Language Proficiency Assessment Files | ACCESS District Level File | This file displays the percent of students exiting and the percent of students meeting growth standards |
| | ACCESS School Level File | This file displays the percent of students exiting and the percent of students meeting growth standards. |
| | ACCESS Student Level File | This file displays scale scores and performance levels for each domain and overall. |
| | ACT District Level File | This file contains average composite and subscore information for the highest scores graduates earned, as well as the percent of students meeting readiness benchmarks. |

| | | |
|---|---|---|
| 2017-18 ACT Files | ACT School Level File | This file contains average composite and subscore information for the highest scores graduates earned, as well as the percent of students meeting readiness benchmarks. |
| | ACT Student Level File | This file contains composite and subscore information for the highest scores graduates earned. |
| | ACT Retake District Level File | This file contains average composite and subscore information for the scores students earned, as well as the percent of students meeting readiness benchmarks for the fall retake opportunity. |
| | ACT Retake School Level File | This file contains average composite and subscore information for the scores students earned, as well as the percent of students meeting readiness benchmarks for the fall retake opportunity. |
| | ACT Retake Student Level File | This file contains composite and subscore information for students who participated in the fall retake opportunity. |
| 2018-19 AMO Files | District Level AMO Targets | This file contains targets for reducing the percent of students who are not meeting standards. |
| | School Level AMO Targets | This file contains targets for reducing the percent of students who are not meeting standards. |
| 2017-18 Chronic Absenteeism Files | Chronic Absenteeism District Level File | This file details the percentages of students who are chronically absent by student group. |
| | Chronic Absenteeism School Level File | This file details the percentages of students who are chronically absent by student group. |
| | Chronic Absenteeism Student Level File | This file includes students' absenteeism rates. Students may appear in the file who are not included in accountability calculations (e.g., enrolled less than 50 percent of the year). |
| 2017-18 Second Grade Assessment Files | Second Grade Assessment District Level File | This file details districts' performance on the second grade assessment. |
| | Second Grade Assessment School Level File | This file details schools' performance on the second grade assessment. |
| | Second Grade Assessment Student Level File | This file details student performance on the second grade assessment. |

# Appendix C: Confidence Interval Calculations

The equation below is used to calculate confidence intervals (CIs) for each student group and subject.

$$ci_{95} = round\left(100\left(\frac{n}{n + {Z_{95}}^2}\left(p + \left(\frac{{Z_{95}}^2}{2n}\right) \pm Z_{95}\sqrt{\frac{p(1-p)}{n} + \frac{{Z_{95}}^2}{4n^2}}\right)\right)\right),$$

In the equation above, *n* represents the number of students with a valid test, $Z_{95}$ = 1.96 from a standard normal distribution to have a 95 percent confidence interval, and *p* is the percentage of on track or mastered (or below) students.

# Appendix D: Percentile Rank Calculations

A percentile rank is defined as the percentage of districts with an equal or lower proficiency rate—or percent below—in the same subject in the same year for the same student group and grade band. The department calculates percentile ranks for the percent of students scoring below and on track or mastered in each content area listed in section 2.1 and for each subgroup listed in section 2.2. For each year/student group/content area combination, only districts with 30 valid tests in both the current and prior year are assigned a percentile rank.

Listed below are the steps used to calculate a district's percentile rank.

1. Determine the number of districts with at least 30 valid tests at the student group/content area level in both the current and prior year.
2. Reverse rank districts according to the percentage of students scoring on track or mastered so that districts with a higher percentage of students scoring on track/mastered have a higher rank value.
3. Divide each district's rank by the number of districts meeting the valid test count in each subject. A district's percentile rank is calculated using the following formula:

$$\text{Percentile Rank} = \frac{\text{District rank}}{\text{Districts meeting test count}} * 100$$

In order to calculate a district's percentile rank in terms of the percentage of students scoring below, the same process would be repeated, substituting the percent of students scoring below in place of the percent of students scoring on track/mastered.

# Document Information

## Revision History

| Date | Version | Description of Changes |
|---|---|---|
| 10/13/2017 | 1.0 | • Draft version released to districts on the accountability application |
| 10/31/2017 | 1.1 | • Added more visual examples to section 5 to illustrate district accountability processes |
| 2/9/2018 | 1.2 | • Changed subgroup growth indicator to TVAAS per district feedback |
| 2/15/2018 | 1.3 | • Final draft published on accountability application |
| 3/20/2018 | 1.4 | • Removed ACT performance from one-year success rates<br>• Added notes on overall indicator grades (i.e., "Achievement grade") for reporting purposes only. |
| 4/17/2018 | 1.5 | • Corrected school grading table (section 6.3) |
| 5/28/2018 | 1.6 | • Updated Protocol to reflect April 2018 legislation |
| 6/19/2018 | 1.7 | • Clarified language on interactions and hierarchy between testing status and RI status |
| 7/30/2018 | 1.8 | • Clarified the business rule for transitional EL students in the district assessment file |